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ABSTRACT

This learning module is intended as a worksite-specific example of a curriculum that addresses the specific job-related language needs of nonnative speakers of English. The module, which is designed to be presented in three 10-week sessions, focuses on different parts of the work orders typically encountered by workers in two different departments of a manufacturing company. The first session focuses on general information about work orders and identifying important information, and the second session focuses on fabrics, fabric colors and abbreviations, and style numbers. In the third session, the terminology covered in the first two sessions is applied to company operations, including identification of thread colors and headwear styles. Each session outline contains some or all of the following: an objective, list of session topics, list of materials needed, suggested activities, alternate activity, evaluation activities/criteria, and handouts. Also included is a critical tasks list. (MN)

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ED 364 690

ENGLISH AS A SECOND LANGUAGE/ WORKPLACE EDUCATION

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ENGLISH AS A SECOND LANGUAGE/ WORKPLACE EDUCATION

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Mary Snapp

December 1, 1993

INTRODUCTION TO THE WORKPLACE LITERACY PROJECT

This module was developed by educators from Emily Griffith Opportunity School as part of a National Workplace Education grant funded by the U.S. Department of Education. A cooperative effort between the business and education communities, the program was designed specifically to enhance employees' literacy skills.

Direct benefits to the workforce include improved morale and motivation, self-esteem, team work, and promotional opportunities.

We gratefully acknowledge the assistance of our partners. In addition we recognize all of the students who participated in classes and who provided us with invaluable feedback for strengthening future classes.

We hope partnerships such as these will provide the catalyst for developing new or continued on-site educational opportunities.

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INTRODUCTION

This English as a Second Language curriculum is job-site specific and is intended for use by instructors as an example of curriculum that addresses specific work needs. However, instructors could use the framework for similar job tasks for other sites.

The student/employee population is multi-level, multi-cultural and works in two different departments of a manufacturing company, applying distinctly different, work-related skills to a common product.

This class was designed to help non-native English speakers improve basic English Skills and to learn the job-specific language associated with company-identified job tasks. Curriculum was developed and applied to sewing work orders and embroidery work orders, as identified by the department managers and supervisors.

Lessons were developed for three 10-week sessions. Classes met twice a week, each class period lasting two hours. Activities related to work orders lasted about a half hour, on the average, for each class. Each of the three sessions focused on a different part of the work orders, with a review of the information for new students in the second and third sessions.

The focus of the first session was general information about work orders and identifying important information. The second session focused on fabrics, fabric colors and abbreviations, and style numbers. The third session applied the terminology to the product utilizing operations, identification of thread colors, and headwear styles.

The results, as related by an Advisory Board member, were improved communication skills and self esteem, and fewer mistakes made on the product, which is what the Company wanted.

The following goal identifies a need of the employees/students by the Company. The objectives are a result of the analyses of the critical job tasks. The topics are the areas of content in which we worked, practiced, and measured performance; and finally, the activities are the ways in which we developed materials and skills to improve English on the job.

CRITICAL TASK ANALYSIS

Job Title: Sewing Floor

Job Task: Read Work Order

Subtasks	Literacy Skill Applications
1. Read Style Number, Ship Date and Floor Quantity	1.1 Locate and identify specific information
	1.2 Read and identify letters and number combinations
	1.3 Read numerical dates
	1.4 Recognize and understand job-related abbreviations
	1.5 Count from 1 - 100
2. Read cap colors	2.1 Identify colors
	2.2 Knowledge of abbreviations
	2.3 Cross-reference abbreviations of colors to word vocabulary
3. Correspond quantity and cap color or design	3.1 Read and follow sequence horizontally and vertically
	3.2 Knowledge of specific color & design vocabulary
	3.3 Recognize & understand abbreviations

CRITICAL TASK ANALYSIS

Job Title: Embroidery Department
Job Task: Read Production Work Order

Subtasks	Literacy Skill Applications
1. Read Ship Date, Disk, and File numbers	1.1 Scan order for specific information
	1.2 Read numerical dates and serial numbers
	1.3 Identify relevant information
2. Read breakdown of the sewing order	2.1 Follow sequence
	2.2 Recognize most common used job-related vocabulary (golfer, tree, deer, etc.)
	2.3 Identify task-related words (fill, outline, square, lines, etc.) and abbreviations (OTL, SQ, etc.)
	2.4 Understand ordinal numbers first to nineteenth
	2.5 Identify sequence of thread color steps
	2.6 Identify and follow sequence horizontally & vertically
3. Read logo location, cap color, fabric, and thread colors	3.1 Identify letters of the alphabet
	3.2 Locate and identify task-related words
	3.3 Knowledge of location-related vocabulary
	3.4 Knowledge of specific color and design vocabulary
	3.5 Knowledge of commonly used thread colors and corresponding numbers

GOAL: **To read, understand and utilize the important information on work orders.**

OBJECTIVE 1: To identify and apply important numbers and dates.

TOPICS:

State and read whole numbers 1-100

Birthdates

Current date

Calendar dates, including work-related and holidays

Counting

Single-digit numbers, including Social Security numbers and phone numbers

Double-digit numbers, as in address and age

Sequencing

Vocabulary (ex Ship Date, Style, Order, Disk, File, etc.)

MATERIALS: Board and markers (or chalk)
Wall calendar
Handouts with monthly calendars (1.1)
3x5 cards
Company work orders
Embroidery thread sample books
Instruction sheets (1.2)

ACTIVITIES

Important numbers on work orders give an employee information to complete her/his operation: quantity of product, style of headwear, and disk/file numbers that refer to logo information on computerized machines.

1. Students practice counting cardinal numbers (1,2,3,4, etc.), identifying and writing numbers. Using a short series of 4 numbers, students practice reading numbers in various combinations as single digits. Then, using the same 4 numbers, students practice using double digit combinations:

2-4-7-1
7-4-2-1 etc.
21-47
72-41 etc.

Give students up to and including 4 numbers from a list of Company style numbers, telling them to put or write numbers together (combinations) to make style numbers. Headwear samples may be used to reinforce learning.

After practice, add 2 or more numbers as single or double digits:

12-74-68

Practice reading and creating phone numbers, social security numbers, age, addresses, etc.

2. Students practice ordinal numbers using examples of "floors" (stories) in a building, position "waiting in line", calendar dates, etc. Ask students:

* "When do you use 'first, second, third'?" (Answer: When you win a race. Excellent! When you stand in line to punch out after your shift. Great! etc.)

Embroidery employees/students use ordinal and cardinal numbers to recognize sequence of sewing breakdown and thread colors on work orders to their machines, reading vertically and horizontally for important information.

1. Using Company work orders, ask students to find "the logo". Students identify, read and ask questions. Using my hand in a downward motion and indicating the sewing breakdown with my other hand, I ask:

* "What's number 1?" (Answer from work order: LETTERS)

We discuss understanding of the answer, maybe drawing a picture on the board or copying information into student-made dictionaries (See 3.2, Objective 3). Continue reading numbers and vocabulary vertically, cuing students with "reading down" (vertically), until finished. Using a left to right hand motion and indicating the thread colors, I ask:

* "What color is number 1?" (Answer: 1056)

* "What's the abbreviation? What's the color?" (Answer: BZ; Bronze)

* "Can you find that in the (thread sample) book?" etc.

I continue reading the information horizontally, until finished.

Dates are critical to employees because they produce their work according to the earliest ship date, given on every work order.

1. To lead in or introduce an activity focusing on dates, I ask, "What's the date today?" as I'm taking attendance. On the board, I write the different responses from students. I ask questions leading to brainstorming about dates, encouraging questions as well as answers:

   * "What else do you want to know about the date?"

   * "How about tomorrow, yesterday, your birthdate, your hire date?" etc.

We list on the board students' questions and answers. If the board begins to have enough Q&A to appear confusing, I try to write some pairs with different colored markers, each question and corresponding answer one color.

We check for understanding and practice reading. If corrections need to be made, I ask:

* "Do we need to make any changes?" or

* "Is this correct? Can we say this in a way that is easier to understand in English?"

2. To focus on numerical dates on work orders, I ask:

* "How do you read the ship date on the work order?" or I write a 6-digit numerical date (ex 09/14/92) on the board,

* "What's this date?"

* "Where do you see this date?"

* "Do you answer, '09/14/93' when your friend asks you for the date?" etc.

We review days of the week and months orally, talk about dates as they relate to months, and months' names as numbers (as they appear on work orders. Recalling the questions from the brainstorming activity, I ask:

* "Using 6 numbers, what's your birthdate, (work) anniversary date, Thanksgiving?" etc. (answer 01/02/60)

Because this is a multi-level class, I'll ask more challenging questions:

* "Using numbers, when's your vacation? From what date to what date?"

* "When did you come to the U.S.?"

* "What are your children's birthdates?"

* "What are the paid holidays at work?"

* "What is your favorite holiday? Using numbers, when is that?"

If students aren't able to recall dates without some guideline, I'll refer to a wall calendar, a document in their wallet, a school form they have filled out, a handout with months, or we may list months on the board.

3. Using 3x5 cards, tell students to write similar questions about dates to ask their partners. Depending on the level of the student, questions can be teacher initiated, class written, individually written, or a combination of the above. No answers are written. Students are paired and are given about ten minutes to ask each other questions. A variation of this technique is "Mingle", where all students stand up and come to an open space in the classroom to interact and ask several people their questions. I pre-teach "mingle, cocktail party, reception" and encourage a fun, enjoyable situation.

4. Give students a handout printed with monthly calendars (1.1), in or out of order. Have students number each month in order, beginning with January as an example, 01. The second direction tells students to circle on the calendar the correct date given (for example, Presidents' Birthday February 21, Martin Luther King Day January 17, your vacation, etc.) The written list included dates relevant to different cultures as well as the U.S. I encouraged students to continue the list with other dates.

The calendars should be accurate and up-to-date to be useful to the students, and so that students don't find a conflict with their vacation

date, work release time or other important dates if the calendars are used as reference. I obtained a school calendar with twelve months, including the change from one year to the next, because it gave us more flexibility with current as well as future dates.

5. Sequencing and cross-referencing: Using the monthly calendars on the handout, our first step is understanding/reading horizontally and vertically. Ask students if they understand the meaning of the abbreviations given for the days of the week. Model reading horizontally, "across", having students repeat the days. Using different months, ask students:

    * "What day is the 9th?" (Answer: "Tuesday") or, the reverse,

    * "What day is Tuesday?" (Answer: "9", "the 9th")

Reading vertically, "up and down", ask students:

* "What dates are the Sundays in February?" or to the higher level student, practicing ordinal numbers as well as sequencing and cross-referencing:

* "What's the third Monday in January?" (Substitute the underlined word for an appropriate ordinal number, day and month)

Another sequencing exercise is putting dates in order. Given 2 or 3 dates written numerically, students put dates in order of earliest to latest. Add dates to the list, tell students to compare pairs or short lists of dates, or students make up dates to sequence. Dates from previous activities could be used, changing holidays and important dates to numerical dates, then sequencing.

ALTERNATE ACTIVITY:

Have students fill in work orders with number information needed. Students could create a work order or the activity could be used as a listening comprehension exercise based on a reading about an employee trying to understand her/his work order.

EVALUATION

Besides observation, students were evaluated in class in two ways:

1. Using one or more work orders, tell students to find, point to, and write information as the teacher or students ask questions practiced above.

2. Using more than one work order, but only those pertaining to the student's department, and instruction sheets (1.2) students locate and write the requested information. Each instruction sheet has different questions.

Handout 1.1

Number the months 1 (01) - 12 below the month:

AUGUST

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

APRIL

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Circle:

1. December 25, 1993
2. President's Birthday, Feb. 21
3. Your birthday
4. Labor Day, September 6, 1993
5. New Year's Day January 1, 1994
6. Yom Kippur September 24, 1993
7. Your vacation
9. Martin Luther King Day January 17
9. Chinese New Year
10. Thanksgiving Day November 25

1. Embroidery:
   1. What's the Ship Date? _____
   2. What's the Disk # (Disk Number)? _____
   3. How many steps (numbers/#) in the Sewing Breakdown?
      _____

- -

2. Embroidery:
   1. What's the File # (File number)? _____
   2. What number is Thread Color 1? _____
   3. What number is Thread Color 2? _____

- -

3. Embroidery:
   1. How many Thread Colors for BK 7700? _____
   2. What's the Ship Date? _____
   3. Do you use Thread Color 1101?
      Circle Yes No
   4. What step is Thread Color 1151? _____

- -

4. Sewing Floor:
   1. What's the Ship Date? _____
   2. What's the Style # (Style number)? _____
   3. How many Fabric colors? _____
   4. What's the Floor Qty (Flr Qty)?

Flr Qty	Cl
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Order 335858 Line 30 Sz 0 Unsized DE *** DE TICKET ***
Style 1606 Sheet 1 of 1
Floor 42299 Tickets 402873 to 402904
Cutlot 0 Sequence 34

Ship To
Logo ANZERE

Prod Date 11/10/92
Ship Date 11/10/92

SEWING WORK ORDER

(2)

Styles On Order 1239 1437 1606 3190 1606 1606

Order Qty	Flr Qty	Pull	Cl	Cord	Dye Lot	Dot	1	2	3	4	5	6	7
12	13	___	TB	WH	0		BK	WH	WH	OR	RED	WH	DKYE
12	13	___	BF	WH	0		BK	WH	WH	OR	RED	OR	DKYE
12	13	___	RI	WH	0		BK	WH	WH	OR	RED	GR	DKYE

Order	Qty	Cl	Description	Cord	Btn	Bil	Bck	UV	Dye Lot	Dot
12	13	TB	Teal (Birds)	WH					0	
12	13	BF	Blue (Floral)	WH					0	
12	13	RI	Red (Island)	WH					0	

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Pulled By: _____ Pulled On: 10-23-92 Entered: _____
Sheet Created 10/21/92 02:08 PM By

Order No: 344886 PRODUCTION WORK ORDER 03/03/93 10:27 AM Page 1

********** P R I O R I T Y **********

Production Date: 03/24/93
Required Ship Date: 03/24/93
Ship To: SHIP TO WILL FOLLOW

Cust No: 14925 Priority B
Name: GOLF WHOLESALE

Order Date 02/16/93 JLR
PO No TURNBERRY
Rep 246 House - Int'l Distributr

Tape E11439 Logo TURNBERRY SCOTLAND FOR CAPS

Disk/File 00000337 / 9

No of Colors: 7

1. LIGHT RAYS	8.	15.	Colored By:
2. WATER	9.	16.	Colored On: 03/02/93
3. LIGHTHOUSE	10.	17.	Stitches: 3829
4. DTLS OF LIGHTHOUSE	11.	18.	Needles: 6
5. BIRDS	12.	19.	Size: Height 0.0
6. TURNBERRY	13.	20.	Width 0.0
7. SCOTLAND	14.		Hooped: _____

Pull Order Printed: _____ Embroidered By _____ Date _____ Send-Out By _____ Date _____

Special Instructions: Thread colors per past

DE THREAD COLOR MATRIX

#	Styl	Clr	S Order	Pull	Trim	Cord	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
DE Location: FRNT																								
40	7700		96	104																				
	10	BK	24	26	___		1040 DKGY	1040 DKGY	1011 LTGY	1040 DKGY	1040 DKGY	1011 LTGY	1011 LTGY											
	20	NA	12	13	___		1028 LB	1028 LB	1151 PDBL	1028 LB	1028 LB	1151 PDBL	1151 PDBL											
	30	WH	12	13	___		1042 RO	1042 RO	1028 LB	1042 RO	1042 RO	1028 LB	1028 LB											
	40	RO	12	13	___		1028 LB	1028 LB	1151 PDBL	1028 LB	1028 LB	1151 PDBL	1151 PDBL											
	50	TE	12	13	___		4000 TEAL	4000 TEAL	1045 AQUA	4000 TEAL	4000 TEAL	1045 AQUA	1045 AQUA											
	60	RE	12	13	___		1065 YEOR	1065 YEOR	1124 YE	1065 YEOR	1065 YEOR	1124 YE	1124 YE											
	70	PU	12	13	___		1033 LILC	1033 LILC	1080 PLPU	1033 LILC	1033 LILC	1080 PLPU	1080 PLPU											

DE Location: FRNT

50 7500 36 39

22

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Embroidery Work Order

OBJECTIVE 2: To identify and apply abbreviations

TOPICS:

Colors

Fabrics

Thread

Prints/Designs

Combos

Vocabulary (ex FRNT, Flr, Qty, etc.)

MATERIALS:

Board and markers (or chalk)

Fabric samples, both colors and prints

Handouts of Company colors (2.1)

Handouts of colors and abbreviations (2.2)

Cards, about 2x6, a black marker, and

Bulletin board for posting the cards for an alternate activity.

ACTIVITIES

Colors, along with prints, make up the majority of abbreviations on work orders. The sewing employees use abbreviations for fabric colors and prints, while the embroidery employees identify fabric, print and thread color. Other important

information that relates to quantity, operation, or logo location are also written as abbreviations. Students from both departments work together learning logo locations and Company colors simultaneously with corresponding abbreviations, but generally work in separate groups to learn thread colors. Abbreviations on work orders are generally written as 2 or 4 capitalized letters; quantity/QTY, floor/FLR, and outline/OTL are among the few exceptions.

1. To introduce colors, I ask students:

   * "What color are you wearing?"

   * "What's this?", pointing to a drawing or an article of my clothing; (Answer: sweater)

   * "What color is it?", building on the students' responses (Answer: brown), I ask:

   * "What color is Sam's sweater?" (Answer: Sam sweater red. Great! Another student adds, "is red". Very good!)

Ask another student:

   * "Anna, what color is Sy's sweater?", substituting other words and involving more students.

I have a few pictures available if students aren't wearing a variety of clothing, or to ask about clothing that can't be seen by other students.

Students repeat questions, then are divided into two groups. Group A initiates a question, group B responds with an answer; then group B initiates a question and group A responds, and so on until a number of questions and answers have been practiced. Direct students to practice in pairs, asking and answering questions about each other's clothing and

belongings, and those of other students.

2. To focus on Company colors, we begin with samples of colors, 3x3 inch squares of fabric, that will later be used for identifying fabrics. Holding up and passing around each sample, I ask,

* "What's this color?"

After we have discussed all the samples and students have generally identified the samples correctly, I set aside the samples and give students a list of Company colors. (Handout 2.1) We practice pronunciation of the words. Then using the same list as the students, but having the words cut out, students identify the color samples and the words, attaching the written word to the sample. I provide extra copies of words for more than one color sample; often colors correspond to more than one fabric. Students practice in pairs, using these samples, asking and responding to "What's this color?" or similar questions.

3. I write a couple of commonly used colors on the board. Using my hands to cue abbreviation (or contraction), I ask:

* "What's the abbreviation for 'Black"?" (Answer: BK)

I underline the two letters given when students respond with the correct answer and continue with the other examples; re-writing the abbreviations using capital letters, as they see them on work orders. We discuss enough colors/abbreviations to establish the patterns of the first two letters or the first and last letters of a color, depending on the word. I don't emphasize the pattern, but rather rely on recognition of abbreviations on work orders, practice and reinforcement.

4. I give students a handout with color words on one side and

abbreviations on the other side. (Handout 2.2) Students draw lines matching words and abbreviations. When finished, referring to the handout, I ask students:

* "What's the abbreviation for 'Burgundy'?" (Answer: BU)

Students write the abbreviation next to the written word on the colors handout used in the previous activity (2.1). Students practice in pairs asking each other about colors and abbreviations, using this handout or folding the "matching" handout (2.2) in half so that partners ask and answer each other questions without seeing the information on the partner's half of the list.

ALTERNATE ACTIVITY

Using cards and fabric samples, students write the color and abbreviation, and put the cards on a bulletin board or poster board attached to the wall for reference. We do this activity for 10-15 minutes each class period, reviewing and adding until finished. If the cards are pinned to the board, students can easily remove and use them in pair practice.

These activities can be used to learn fabrics, prints and combinations.

5. To learn the abbreviations for the logo locations, we do activities similar to those above. For samples, I use different types of headwear with different logo locations. To establish a pattern of letters for abbreviations, I write four blanks on the board and draw a simple cap design. As students identify each location from the samples, I fill in the blanks with the correct abbreviation and a student marks the location on the drawing.

The remaining few abbreviations are discussed in context as they appear in activities. For example, outline/OTL and square/SQ are discussed when students are identifyinging the steps of the sewing breakdown; floor quantity/Flr QTY can be discussed when reading numbers on work orders, etc.

EVALUATIONS

To evaluate knowledge of abbreviations, I offer the students to choose one of three tests, with the opportunity to take the more difficult test at any time they wish:

Test 1: Oral test; questions are asked orally and responses are oral; samples are used.

Test 2: Students are given a written test. As samples are shown, students circle the correct word and write the abbreviation. (Handout 2.3)

Test 3: Students are given a handout with columns for writing answers. (2.4) As samples are shown, students write the correct word and abbreviation.

Tests 2 and 3 can be given simultaneously.

To evaluate application skills, I give the students work orders asking questions orally, or give them written questions, similar to Handout 1.2. Students could do this in pairs, one student acting as Supervisor and "evaluating" her/his partners responses to questions about the work orders.

Handout 2.1

A. Circle the correct color.

B. Write the abbreviation for the correct word

Name _____

Company color	Abb.	Company Color	Abb.
1. Green Grey		13. Heather Blue Royal	
2. Light Blue Navy		14. Red Purple	
3. Red Purple		15. Charcoal/Blue Blue/Sand	
4. Khaki Heather Green		16. Black Charcoal	
5. Purple Burgundy		17. Heather Navy Royal	
6. White Black		18. Olive Heather Green	
7. Royal Light Blue		19. Dark Green Teal	
8. Off White Olive/Sand		20. Charcoal/Blue Sand/Charcoal	
9. Heather Charcoal Navy		21. Dark Green Heather Green	
10. Off White Dark Green		22. Black Heather Navy	
11. Burgundy Raspberry		23. Off White Sand/Charcoal	
12. Heather Blue Grey		24. Tan Sand	

Handout 2.2

Name _____

Company color	Abb.	Company Color	Abb.

OBJECTIVE 3: **To read and identify in sequence most commonly-used vocabulary on sewing breakdown of embroidery work order.**

TOPICS: Design-related vocabulary and abbreviations

Sport and recreation vocabulary.

MATERIALS: Board and markers (or chalk)

Notebooks for student dictionaries

Work orders

Design instruction sheets and logo samples for alternate activity

ACTIVITIES

Embroidery machine operators and checkers read the operating sequence of the sewing breakdown to verify correct thread colors on the machine. All production employees can utilize design-related vocabulary and abbreviations, and sport/recreation vocabulary to verify correct logo design.

1. Give students notebooks, paper, or encourage them to designate a section of their own notebooks for a student dictionary. This dictionary is for the most common words and abbreviations on sewing breakdown of work orders or parts of a logo design, according to individual needs.

Basic content is made up of golf vocabulary, the Company's most popular product line; student input, related activities from work orders, and headwear samples.

I encourage students to draw a simple picture, write the word in English and the abbreviation, write the word in their native language if they choose, and write a sentence using the word.

2. To identify design-related vocabulary, draw 3 simple shapes on the board. I use shapes that are common to the sewing breakdown to introduce the activity: circle, rectangle and oval. Pointing to each shape, I ask,

* "What's this shape?"

As students respond, I write the word and ask if there is an abbreviation, writing it near the picture. I ask students what they need to know about this shape, where they see it, etc., eliciting comments about work-related tasks. As students respond with design vocabulary, I highlight that area with a different color and ask,

* "Can you spell that, please?" writing new information. Spelling usually encourages more participants into the discussion and often gives me an idea if the students are using correct vocabulary and their understanding of what is being presented.

If students don't initiate or recall vocabulary, I highlight the shape and ask the students to identify. Using their student dictionaries, students may copy pictures, words and abbreviations from the board or, using a second board, ask students to draw another example. Continuing through the exercise of writing the English meaning, abbreviation, native translation, and sentence.

EVALUATION

Using work orders, I ask students to identify vocabulary by sequence:

* "What number is 'TM'? What does it mean?"
* "How many numbers are there in the sequence?"
* "What is number 1?"
* "When are 'Birds' stitched?" etc.

I ask more challenging questions of the more advanced student:

* "What is stitched after 'Water'? Before 'Water'? Between 'Water' and 'Details of lighthouse'?" etc.

Given a sample Design Instruction sheet and a logo sample, more advanced students could practice identifying the parts of design on the logo sample.

SHIP DATE 12·13·91 DUE DATE 12·5

DATE 12·5·91
TAPE # 12953
DISK # 438
FILE # 30

ART COORDINATOR
CUST. #
REP. #

DESIGN INSTRUCTION SHEET

LOGO NAME Spanish Bay
MACHINE: ☒ TAJIMA ☐ BARUDAN THREAD 40 FABRIC
STITCH COUNT 2699 DESIGN STARTS CENTER: ☒ YES ☐ NO

OPERATING SEQUENCE

THREAD		PART OF DESIGN	SPECIAL INSTRUCTIONS
1005	1.	Letters	
1005	2.	(R)	
1039	3.	man w/ bag pipes	
1039	4.	TM	
	5.		
	6.		
	7.		
	8.		
	9.		
	10.		
	11.		
	12.		
	13.		
	14.		

1990
AQ
3192 BK

SWATCHES RUN BY:
DATE: 12-5-91

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